San José State University
Anthropology Department
ANTH 232: Application Core (Section 1)
Spring 2016

Course and Contact Information

Instructor:	Dr. Jan English-Lueck
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Office Hours:	Monday 3:00-4:00, Tuesday 1:30-3:30 or by appointment
Class Days/Time:	Tuesday 6:00-8:45 PM
Classroom:	WSQ 004
Prerequisites:	Prerequisite: ANTH 231 or instructor consent.

Course Format

The course is supported by Canvas and access to the Internet is desirable for full participation.

Faculty Web Page and MYSJSU Messaging (Optional)

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at http://www.sjsu.edu/people/Jan.English-Lueck and the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates.

Dr. Jan English-Lueck is a Professor of Anthropology and a Distinguished Fellow at the Institute for the Future. English-Lueck has written ethnographies about cultural futures ranging from California's alternative healers to China's scientists, including *Health in the New Age*. She is a participant in Google's Innovation Lab for Food Experiences. She is past President of the Southwestern Anthropological Association and President-Elect for the Society for the Anthropology of Work. English-Lueck is also the author of several books on Silicon Valley including *Cultures@SiliconValley,* winner of the American Anthropological Association's 2006 Diana Forsythe Prize for the anthropology of science and technology, with a forthcoming updated second edition. She is also a co-author of *Busier than Ever! Why American Families*

can't Slow Down (with Charles Darrah and James Freeman), and author of *Being and Well-being: Health and the Working Bodies of Silicon Valley.*

Course Description (Required)

ANTH 232 Applications Core. (3 units).

This course is the second of the two-course Applications Core sequence in the graduate program in applied-practicing anthropology; the sequence is fundamentally about building basic skills in applying anthropology to "real world" problems. Students in ANTH 232 are reintroduced to evaluation research in general and its place in anthropology, in particular. Special attention is paid to empowerment evaluation and advocacy, a distinctly anthropological contribution to the field. Focusing on the built world and the landscapes that contain the objects around us the course explores ways that anthropologists use their skills and knowledge to create or develop programs, services, and products, and tell compelling stories about them. We explore such topics as social marketing and the design of services and products, and how anthropologists function as members of teams. The course continually addresses issues of ethics and the practicality of working in real world projects. In this semester we are partnering with Nissan to explore the urban environments of transportation in downtown San Jose.

Learning Outcomes

Program Learning Outcomes (PLO) of the Graduate Program in Applied Anthropology

Students who successfully complete this graduate program will:

PLO 1 Understand a range of anthropological research methods and be able to conduct research relevant to problem solving in various settings and for different clients/partners;

PLO 2 Know basic models of applying anthropology in different settings and have the skills to be able to function as practitioners of several;

PLO 3 Be knowledgeable about (a) the discipline of anthropology in general and how it contributes to understanding and improving contemporary society, and (b) a particular field of anthropology in greater depth;

PLO 4 Be able to function effectively in at least one content area;

PLO 5 understand personal, political and ethical issues inherent in research and application;

PLO 6 Develop professionally as practitioners with skills in contracting, project management, and budgeting, as well as the ability to communicate about project goals and findings and the discipline of anthropology to diverse audiences; and

PLO 7 Be knowledgeable about the region as a social and cultural system with complex state, national and global interconnections.

Course Learning Outcomes (CLO) (Required)

Students who successfully complete this course will be able to:

CLO1.   Identify and apply various forms of qualitative evaluation;

CLO2.   Facilitate an empowerment evaluation process;

CLO3.   Develop appropriate tools to facilitate community advocacy, especially in heritage and landscape
management;

CLO4.   Effectively contribute to service or product design projects as a member of a team;

CLO5.   Appropriately use forms of basic professional communication, such as memos, reports,
executive summaries, etc.;

CLO6.   Apply basic skills needed to manage different facets of projects; and

CLO7.   Be able to apply the ethical principles in anthropology in order to protect the rights of various
stakeholders in their projects, as well as identifying threats to ethical social research.

Required Texts/Readings (Required)

Textbook

1. Alanen, Arnold and Robert Melnick (2000) Preserving Cultural Landscapes in America. Johns Hopkins University Press. ISBN. 9780801862649

2. Sunderland, P. and Denny, R. (2007). Doing anthropology in consumer research. Walnut Creek, CA: Left Coast Press. ISBN 9781598740912

3. Zeisel, J. (2006). Inquiry by design, revised edition. New York: Norton Press. ISBN 9780393731842

Other Readings

In addition, there will be required readings available on Canvas.

1. Basmajian, Carlton. (2010) ''Turn On the Radio, Bust Out a Song'': The Experience of Driving to Work. Transportation 37:59–84.

2. Blomberg, Jeanette and Chuck Darrah (2015) An Anthropology of Services: Toward a Practice Approach in Designing Services. San Rafael: Morgan and Claypool Publishers. (Excerpt)

3. Fetterman, David (2005) Empowerment and Ethnographic Evaluation: Hewlett-Packard's $15 Million Digital Divide Project. NAPA Bulletin 24: 71-78.

4. Brigitte Jordan, Christina Wasson (2015) Autonomous Vehicle Study Builds Bridges between Industry and Academia, Nissan Research Center, Silicon Valley 2015 Ethnographic Praxis in Industry Conference Proceedings, pp. 24–35.

5. Lawrence-Zuniga, Denise (2010) Cosmologies of Bungalow Preservation: Identity, Lifestyle and Civic Virtue. City and Society 22(2): 211-236.

6. Rijsberman, Marijke (2013) Ethnography and Product Design, Fixing the Future. In Advancing Ethnography in Corporate Environments. Brigitte Jordan, Ed. Pp. 76-91.

7. Simon, E. L. & Christman, J. B. (2005). Getting real about what it takes to conduct evaluation research: What do you need to know? In M. O. Butler & J. Copeland-Carson (Eds.). Creating evaluation anthropology, (NAPA Bulletin 24).

8. Sorenson, Andre (2009) Neighborhood Streets as Meaningful Spaces: Claiming Rights to Shared Spaces in Tokyo. City and Society 21(2): 207-229.

9. Vasquez, Miguel (2013) A Latino Anthropologist in Arizona: Obligations and Opportunities. Annals of Anthropological Practice. 37(1):19–33.

Other technology requirements / equipment / material

Students must have access to digital recorders, cameras and other devices necessary in conducting ethnographic fieldwork. Each student team must have software necessary for creating and editing videos.

Library Liaison

Your resource Librarian is Silke Higgins, (408) 808-2118, Silke.Higgins@sjsu.edu.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus, in our case, time spent on the class project conducting, analyzing and conveying findings through design storytelling. More details about student workload can be found in at http://www.sjsu.edu/senate/docs/S16-9.pdf and

the Office of Graduate and Undergraduate Programs' <u>Syllabus Information web page</u> at http://www.sjsu.edu/gup/syllabusinfo/

Assignments for this course include the following:

1. Classroom Discussion Facilitator (12.5%, 20 points per class). Each student will be asked to facilitate class discussion during the semester. Students will be assessed on their mastery of the material in a summary of key points (not to exceed 10 minutes), the ability to engage the class *through hands-on activities*, and ability to create questions that link readings to cohort student interests and the Nissan-related class project. Facilitation duties will be assigned the first meeting of the class.

2. Weekly Participation (11 %, 2.5 points per class, 35 points total). Students will be graded on their participation during sessions. I will pay particular attention to professional demeanor and the ability to stay on task. There will be many group discussions and exercises throughout the semester and active thoughtful participation benefits all. Each student is responsible for considering how the readings integrate with their own work, their cohort's work, and the Nissan-related class project.

3. Readings Syntheses and Reflection (31.5%, 10 points per summary, 100 points total). Students will prepare a concise summary of each week's readings (noted on schedule with an asterix). Summarize each reading (article or chapter; individual chapters, if the reading is a book) in a well-composed paragraph with topic sentence and example. Then apply two analytical frameworks:
    a) How do the readings connect with the others that week, to others in the course, to others you have read in other program seminars?
    b) How can you apply a concept or technique suggested in the reading to either your own project, to one of your cohort's projects, or the Nissan-based class project?
You may collaborate on preparing reading notes, but only individual submissions will be graded. These must be turned in the week the readings are due. Reference the readings in your paper title, and cite fully in the body of the paper. Papers will be turned in by paper and online.

4. Street Sense Class Project: Client-affiliated class project (41%). This term our course will be working with an applied anthropologist from Nissan, who is a visiting scholar—Melissa Cefkin. They are "soft" clients, who help structure the project we will use to organize our readings and discussions, but whose domain will be generalized to a larger topic. We will be looking at the social life of parking in the area around San Jose State, when technologies of mobility— skateboards, bikes, cars, trucks, etc.—are not mobile. Our range of research questions include:
*   What are the key activities, social contexts, and structures of meaning and value associated with parking?
*   What are the infrastructural and policy contexts?
*   Who are the myriad stakeholders in this activity's ecosystem?
*   What are the possible service and device ecologies that would have an impact on parking in the future?

- What metrics are meaningful in thinking about parking services and technologies and how could they be evaluated?
- As a form of landscape, what is at stake in preserving or transforming parking and the activities linked with it?
- How would community advocates be given a voice? Which communities could be mobilized?
- How would you apply various theoretical frameworks to interrogate this phenomenon?

The class will be divided into three overlapping teams. Mindful of the client, who is interested in autonomous vehicles, we also want to broaden the scope to 1) the design of projects and services linked to diversity of behaviors in this domain, 2) heritage and the meaning of landscapes, and 3) evaluating the role of parking in making communities viable. The project will unfold, and your efforts will be assessed, in three stages.

First, early on in the class the teams will develop a table that links research questions with appropriate methods, and identifies clearly the sample and unit of analysis. In a class discussion we will critique and consider benefits and risks in order for the class to submit an IRB. This activity is done as a TEAM.

Second, we will collect ethnographic and archival information. Each student will conduct original research as appropriate to the team's focus. This might include reviewing historic land use changes, conducting interviews and associated observations, attend and observe the appropriate city commission or advisory meeting/hearing. You will put your primary data in the context developed by project related reading materials, including the transportation policy environment of San Jose. You will share rich summaries with your teammates. The summary of your empirical work will comprise your first paper. These five-seven page (1500-2500 word) papers will be shared with our collaborators at Nissan (10 points for the draft, 40 points for the final verson). This activity is done as a TEAM.

Third, you take one framework, 1) the design of projects and services linked to diversity of behaviors in this domain, 2) heritage and the meaning of landscapes, and 3) evaluating the role of parking in making communities viable, and analyze how your new-found knowledge might bring new insights to one of those frameworks. Some of these insights might be pragmatic, related to services and technologies that would benefit key stakeholders, and those that would benefit public and private interests. Describe a potential intervention, action or engagement that would emerge from your findings. As you write your five-seven page (1500-2500 word) paper, track the lessons you learned about the social life of streets as you did this exercise. These insights might develop into storylines for your video. These papers will be written and submitted as INDIVIDUAL STUDENTS.

Final Exam Video Festival (6%). Each team will produce a short (10 minute) YouTube video for the clients summarizing what they learned about the primary research questions as they worked through the design, evaluation and advocacy applications. These will be uploaded to the YouTube Channel screened during the final exam period on May 17-23. (20 points for video.) This activity is done as a TEAM.

Final Examination or Evaluation

According to [University Policy S06-4](http://www.sjsu.edu/senate/docs/S06-4.pdf) (http://www.sjsu.edu/senate/docs/S06-4.pdf)"There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless the course is on the official List of Courses in which a final is optional." In our course, the Video summary of the class project is our culminating activity.

Grading Information (Required)

Participation

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf)at http://www.sjsu.edu/senate/docs/F69-24.pdf states that "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading." I understand illness, jury duty and other conflicts emerge, but I expect that you will notify me no later than the day of the class if you will miss class. If possible, we will try to include you in the discussions electronically if that is possible. You are still responsible for the work. I understand life happens and I will accommodate unavoidable excused absences for each student up to two times. If more than two discussions are missed, this privilege will be revoked. Similarly, I will accept only **two** late weekly submissions, as long as those weekly summaries are done by the next class. There will be a one grade penalty for any late summaries. No other late work will be accepted. All summaries must be submitted through Canvas. All project related work will be posted to the appropriate Google Drive or YouTube Channel.

Incompletes

Incomplete grades will be granted only if the instructor has been notified and has approved. At least 75% of the class work must have been completed to get an incomplete. Students with missing major assignments will receive a WU (an Unauthorized Withdrawal). NO WORK WILL BE ACCEPTED AFTER THE FINAL!!!

Notification of Grades

If you wish to know your final grade before grade reports are issued e-mail a grade request (please do not phone). You may also track your grade in Canvas.

Marking Criteria

A+ 98-100%
A   94-97 %
A- 90-93%

An "A" demonstrates originality, not merely efficient memory, addresses the tasks effectively, shows effective organization and logical argumentation, uses clear, appropriate and accurate

examples and a high level of writing competence and knowledge. Completes the task and consistently does extra work that is self-initiated.

B+ 88-89%
B   84-87%
B- 80-83%

A "B" may show a good level of competence and may even reflect exactly what was discussed in class and texts, but does not contribute original knowledge. It shows uneven development of tasks. Work may be generally well organized, use appropriate examples, display facility in argumentation, with a few gaps, and demonstrates a good level of writing and knowledge. Completes the task and does some extra work guided by the instructor.

C+ 78-79%
C   74-77%
C- 70-73%

A "C" may show a fair level of competence, but may be uneven. Work will address the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriately informal in parts of assignment.

D+ 68-69%
D   64-67%
D- 60-63%
F < 60%

A "D" will demonstrate poor competence with inadequate organization, task and argumentation development and inappropriate examples. It will display difficulty in using adequate academic language and errors in knowledge will be in evidence. A failure will only occur if no effort is made to address the assignment.

Note that "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." Scores of individual assignments are posted to Canvas. See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details. More guidelines on grading information and class attendance can be found from the following two university policies:
University Syllabus Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf)
University Attendance and Participation policy F15-12 (http://www.sjsu.edu/senate/docs/F15-12.pdf)

Classroom Protocol

There is no ban on devices, but I expect them to be on mute and used only in conjunction with class activities. No device use during films since they are distracting to the rest of the classroom. Class will begin on time, and a professional tone is to be adopted during discussions and communications. Team members will contribute with appropriate effort and timely communication to their peers. I will assess team participation and ability to work within a group context. I will ask team members to evaluate themselves and their teammates throughout the course.

University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/"

Anth 232 / Applications Core, Spring 2017, Course Schedule

The schedule is subject to change with fair notice and notifications will be made by MySJSU email and through Canvas announcements. You are responsible for monitoring such communications.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
		Jumpstarting the Class Project
1	January 31	Class Introduction, Overview of Key Concepts and Activities
2	February 7	Logistics and concepts for Street Sense Class Project Read: Jordan and Wasserman (2015) Autonomous Vehicle Study Builds Bridges between Industry and Academia. Basmajian (2010) ''Turn On the Radio, Bust Out a Song'' The Experience of Driving to Work. Sorenson (2009) Neighborhood Streets as Meaningful Spaces http://www.sourisseauacademy.org/LADS/January2017LADS.pdf
3	February 14	Project Activities Team Organization. Workshop on Research Design.
		Consumption and Design
4	February 21	*[1] Consumption Read: Sunderland, P. and Denny, R. (2007). Doing anthropology in consumer research. Part 1 **Street Sense Proposal Worksheet Due in class and on Canvas**
5	February 28	*[2] Consumption Read: Sunderland, P. and Denny, R. (2007). Doing anthropology in consumer research. Part II and chapter 10
6	March 7	*[3] Design From watching creativity to facilitating creativity, the anthropology of design Read: Zeisel, J. (2006). Inquiry by design, Chapters 1, 3, 5
7	March 14	*[4] Design Read: Zeisel, J. (2006). Inquiry by design, Chapters 8, and 9 Rijsberman, Marijke (2013) Ethnography and Product Design, Fixing the Future.
8	March 21	*[5] Design Observing and Designing activities, services Blomberg, Jeanette and Chuck Darrah (2015) An Anthropology of Services (excerpt)
9	March 28	Happy Spring Break
		Landscapes and Heritage
10	April 4	*[6] Heritage management

Week	Date	Topics, Readings, Assignments, Deadlines
		Landscapes of use and meaning Read: Alanen, Arnold and Robert Melnick (2000) Preserving Cultural Landscapes in America) Introduction and Chapters 1, 2, and 3 **Fieldwork update due**
11	April 11	*[7] Heritage Management Managing heritages, advocating landscapes Read: Alanen, Arnold and Robert Melnick (2000) Preserving Cultural Landscapes in America) Chapters 5, 6 and 7 Read: Lawrence-Zuniga, Denise (2010) Cosmologies of Bungalow Preservation: Identity, Lifestyle and Civic Virtue.
		Advocacy, Community-based work and Empowerment Evaluation
12	April 18	*[8] Advocacy Advocacy and Action Anthropology Read: Vasquez, Miguel (2013) A Latino Anthropologist in Arizona: Obligations and Opportunities. Annals of Anthropological Practice. 37(1):19–33.
13	April 25	*[9] Evaluation Evaluation as advocacy, empowerment evaluation Read: Simon, E. L. & Christman, J. B. (2005). Getting real about what it takes to conduct evaluation research: What do you need to know? Read: Fetterman, David (2005) Empowerment and Ethnographic Evaluation: Hewlett-Packard's $15 Million Digital Divide Project. **Street Sense Reflective individual papers due**
		Working with the Client, Street Sense
14	May 2	Workshop: Preparing for Insights on Street Sense Research Questions Bring fieldnotes and preliminary analyses to class
15	May 9	Video Production Workshop http://www.wikihow.com/Make-a-YouTube-Video **Bring draft Street Sense team papers to class for peer review**
16	May 16	Anthropologist as communicator, social marketing and culture brokering. Workshop: Identifying opportunity and strategies to communicate **Revised Street Sense team final paper for clients due**
Final Exam	May 23	WSQ 04 Open at 5:15. Video festival begins at 6:00 pm.